DOCUMENT RESUME

ED 054 576 EC 033 225

TITLE Teacher Aides and Nonprofessional Personnel: Exceptional Child Bibliography Series.

INSTITUTION Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE Feb 71

NOTE 20p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Annotated Bibliographies; Attendants; *Bibliographies; *Exceptional Child Education; Institutional Personnel; *Nonprofessional Personnel; Research Projects; *Teacher Aides

ABSTRACT

References selected from Exceptional Child Education Abstracts and pertaining to teacher aides and nonprofessional personnel (in schools, institutions, or elsewhere), particularly as related to handicapped children, are listed in the annotated bibliography, which is one in a series of over 50 similar listings concerning exceptional children. For each of the 85 entries, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. References include texts, journal articles, research reports, program guidelines, and other literature. (KW)

ED 054576

TEACHER AIDES AND NONPROFESSIONAL PERSONNEL

A Selective Bibliography

February 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 033 455

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved, on a selective basis, from the computer stored information of the CEC Information Center. Abstracts were selected from the Center's complete holdings on this topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

Microfiche reproductions may be obtained for $.65 per document. To determine purchase prices for hard copy reproductions, consult the table below.

To order document reproductions, provide the ED number of the desired document, the number of copies being ordered, and the type of reproduction desired (microfiche or hard copy). Payment must accompany orders totaling less than $10. Book rate or library rate postage is included in the prices indicated. The difference between book rate or library rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

Orders should be sent to:
ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

No. of Pages	Cost of Hard Copy	No. of Pages	Cost of Hard Copy
1- 100	$ 3.29	501- 600	$19.74
101- 200	$ 6.58	601- 700	$23.03
201- 300	$ 9.87	701- 800	$26.32
301- 400	$13.16	801- 900	$29.61
401- 500	$16.45	901-1,000	$32.90

For documents over 1,000 pages in length, add $3.29 for each additional 1-100 page increment.

ABSTRACTS

ABSTRACT 10078

EC 01 0078 ED 012 985
Publ. Date May 66 103p.
Role of the Cottage Personnel in Residential Care Facilities.
National Assn. for Retarded Children, New York, New York,
American Assn. of Mental Deficiency, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; personnel; mentally handicapped; attendants; inservice programs; attendant training; residential care; residential centers; trainable mentally handicapped; educable mentally handicapped; child care; federal aid; custodial mentally handicapped; medical services; supervisory education; supervisors; grants; program descriptions; teaching methods; inservice education; attitudes; Colorado; E R Johnstone Center; National Institute of Mental Health; Columbus State School; Southern Regional Education Board

Focusing on the cottage attendant as an educator and rehabilitator in residential centers, these papers presented at the 89th meeting of the American Association of Mental Deficiency in June 1965 discuss training programs for attendants and supervisors of attendants. Objectives and techniques from the Columbus State School (Ohio) and the Pinehurst State School (Louisiana) are cited and interrelationships between ward personnel and professional staff are examined. A survey made at the Rainier School (Washington) and the Fircrest School (Washington) reports counselor attitudes toward duties and relationships to parents. Available resources for the study and establishment of inservice training programs through National Institute of Mental Health programs, procedures used for review of grant applications, and suggestions for those applying for grants are outlined. The attendant counselor program at the Colorado State Home and Training School (Wheat Ridge) is discussed in terms of growth, content of program, and an evaluation. A 27-page outline of topics and teaching methods is presented. Evaluation of the program was conducted by means of a questionnaire. Ratings of topics in the training program are presented along with planned changes. Reference lists or bibliographies accompany several of the articles. (CF)

ABSTRACT 10095

EC 01 0095 ED 015 570
Publ. Date 65
Bensberg, Gerard J.
Teaching the Mentally Retarded, a Handbook for Ward Personnel.
Southern Regional Educ. Bd., Atlanta, Georgia
National Institute of Mental Health, Bethesda, Maryland
EDRS not available

Descriptors: exceptional child education; reinforcement; mentally handicapped; attendant training; positive reinforcement; behavior change; child development; children; custodial mentally handicapped; educable mentally handicapped; language development; language skills; learning; physical characteristics; program planning; psychological characteristics; psychomotor skills; skill development; residential care; social development; trainable mentally handicapped; training techniques; self care skills

Written for attendants, volunteers, professional people, and parents, this manual presents principles and methods for teaching the mentally retarded to be as independent as possible. The first section provides general information on the developmental characteristics of normal children and contrasts these with some of the needs of the retarded. Principles of teaching the retarded, including sections on motivation and learning, attention span, attitudes of attendants, and expectations of success are discussed. Teaching of self care skills (motor, sound and language) is included. Commercial and specially devised pictures and drawings of equipment for specific handicaps are included. Section two presents general principles and detailed lesson plans for teaching by positive reinforcement or reward. Evaluation is discussed and a sample check list for this purpose is included. Three related articles, a glossary, a list of resource materials, and a 26-item bibliography are included. This document was published by the Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313. (JZ)

ABSTRACT 10138

EC 01 0138 ED N.A.
Publ. Date Jul 67
Irwin, John V.
Supportive Personnel in Speech Pathology and Audiology.
Kansas University, Lawrence
Hearing and Speech News, Volume 35, 1967.
EDRS not available

Descriptors: exceptional child education; speech handicapped; personnel; recruitment; needs; nonprofessional personnel; professional personnel; speech pathology; audiology

The personnel shortage in speech pathology and audiology is discussed in the areas of direct service, education and training, and research. Possible solutions are explored--recruitment and training of additional professional personnel, an analysis of manpower utilization in speech and hearing, and other alternatives of funding, programing, case selections and evaluation, training, and use of supportive personnel. The use of supportive personnel in health related fields and in speech pathology and audiology is explored. Various problems in the use of supportive personnel are discussed definitions, status and recognition, role, education, recruitment, and relation with professional personnel. A reference list cites nine items. This article was published in Hearing and Speech News, Volume 35, Number 4, pages 32-40, July 1967. (JB)

ABSTRACT 10194

EC 01 0194 ED 018 910
Publ. Date 67
Leibrock, John Beecher
Manual of Skilled Houseparentry.
EDRS not available

Descriptors: exceptional child services; delinquency; emotionally disturbed; personnel; institutionalized (persons); institutional environment; institutional personnel; nonprofessional personnel; adolescents; socially maladjusted; socially deviant behavior; rehabilitation programs; residential programs; qualifications; scheduling; youth agencies; management; staff role; males

Written by a former houseparent who has the responsibility for indoctrinating new houseparent personnel the book examines what is required of mature, effective houseparents in a residential setting which serves disturbed adolescents. Topics on treatment include the treatment team, housepa rents and emotions, a houseparent speaks out, so you want to be a houseparent, the runaway boy, togetherness, adolescence, relationship, delinquency, and staff responsibility in a child care agency. Information contained in a houseparent manual of daily procedures treats the following--general cottage management, arising, chores, meals, shifting boys between areas, procedure of daily contact, the weekly cottage team meeting, staff committee procedures, intake, unauthorized items, transfer of cottage responsibility, end of day procedures, and the status of houseparents. This document was published by the Whitmore Publishing Company, Philadelphia, Pennsylvania, and is available for $3.00. (DF)

ABSTRACT 10214

EC 01 0214 ED N.A.
Publ. Date Apr 66
Bensberg, Gerard J.
Job Families in Mental Retardation.
Southern Regional Education Board, Atlanta, Ga.
National Institute of Mental Health, Bethesda, Md.
EDRS not available

Descriptors: exceptional child education; personnel; mentally handicapped; manpower needs; manpower development; personnel needs; teacher education; educable mentally handicapped; trainable mentally handicapped; behavior change; administrative personnel; administrator background; credentials; clinics; visiting homemakers; educational programs; community programs; community service programs; community services; standards; qualifications; nonprofessional personnel

The dilemma of an increasing need for educational and training programs for the mentally retarded and an increasing shortage of well qualified teachers leads to consideration of more efficient teaching methods or a greater manpower pool. Three jobs are explained in which personnel work under the supervision of a fully qualified person--teaching assistants in educable mentally retarded classes (not aides), trainable class teachers, and behavior shaping technicians. Additional needs could be met by training personnel for the development and coordination of community programs. Jobs that might be filled by persons with 2 years of college and practicum training are those of executive directors of associations for retarded children, mental retardation referral clinic workers, and homemaker service directors. This article was published in The Community College in Mental Health Training, Chapter 9, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 59-62, April 1966. (DF)

ABSTRACT 10215

EC 01 0215 ED N.A
Publ. Date Apr 66
Chandler, Charles S.

Needs of Vocational Rehabilitation Clients Which Could Be Met by Middle-Level Mental Workers.

Southern Regional Education Board, Atlanta, Ga.
National Institute of Mental Health, Bethesda, Md.
EDRS not available

Descriptors: exceptional child services; vocational rehabilitation; personnel; counseling; mental health programs; vocational counseling; mental illness; manpower needs; institutional personnel; personnel needs; rehabilitation programs; counselors; counselor training; manpower development; counselor qualifications; counseling programs; guidance programs, institutionalized (persons); staff role; individual needs; nonprofessional personnel; emotional adjustment; psychiatric hospitals; community resources

The needs of vocational rehabilitation clients are discussed. Eight of those needs which could be met by middle-level mental health workers are explained--program orientation and clarification, psychological isolation reduced, treatment center resources mobilized, occupational exploration and training, social skills developed, self confidence and motivation, family and community support, and community resources mobilized. This article was published in The Community College in Mental Health Training, Chapter 14, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 75-79, April 1966. (JD)

ABSTRACT 10216

EC 01 0216 ED N.A.
Publ. Date Apr 66
Benton, Martha W.

Mental Health Workers in Rehabilitation Therapies.

Southern Regional Education Board, Atlanta, Ga.
National Institute of Mental Health, Bethesda, Md.
EDRS not available

Descriptors: exceptional child services; personnel; therapists; rehabilitation; rehabilitation programs; individual needs; institutionalized (persons); manpower needs; manpower development; personnel needs; credentials; nonprofessional personnel; qualifications; mental health; emotionally disturbed; adults

Concerned with mental health workers in rehabilitation therapies, the paper (1) defines rehabilitation therapies, (2) describes the patients needs, (3) specifies which needs are not being met and how these needs can be met by a mental health worker, and (4) explains what should go into the training of such a worker. Percentages of patients being reached by the present programs are given. This article was published in The Community College in Mental Health Training, Chapter 15, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 81-83, April 1966. (JD)

ABSTRACT 10482

EC 01 0482 ED 014 177
Publ. Date Sep 66 50p.
Carollo, Elizabeth and Others

An Emerging Program for Emotionally Disturbed and Neurologically Impaired Pupils in the Warwick Public Schools, Grades 1-6.

Warwick School District, Rhode Island
EDRS mf,hc

Descriptors: exceptional child education; administration; learning disabilities; emotionally disturbed; neurologically handicapped; curriculum; behavior change; children; class management; elementary grades; interprofessional relationship; parent school relationship; records (forms); teacher aides; teacher role; teaching guides; testing; physical facilities; program descriptions

Intended for teachers this manual resulted from a special workshop held in 1966 to plan a better program for emotionally disturbed and neurologically impaired elementary school age students. Admission policy, administration of both types of classes, and the duties of the teacher and teacher's aide are described. Relationships with parents, the principal, supportive personnel, student teachers, and non-teaching personnel are discussed. The philosophy and techniques of management of behavior are presented. The academic program for the neurologically impaired which includes training for general academic improvement, improvement of perception, reading, handwriting, language and spelling, and mathematics is presented. Sources of materials are listed. Problems in testing intelligence and achievement and in preparing student reports and records are noted and some suggestions are given. Physical facilities for the class are described. Appendixes give examples of a report card and a check list of academic skills and behavior traits of brain-injured children. The bibliography lists 33 items. (JA)

ABSTRACT 10576

EC 01 0576 ED 022 272
Publ. Date 66 190p.
Bensberg, Gerard J.; Barnett, Charles D.

Attendant Training in Southern Residential Facilities for the Mentally Retarded. Report of the SREB Attendant Training Project.

Southern Regional Education Board, Atlanta, Georgia
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
MH-644
Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child research; mentally handicapped; program planning; curriculum; personnel; attendants; attendant training; inservice programs; curriculum development; program evaluation; institutional personnel; program administration

A 5-year attendant training project for institutional attendants of the mentally retarded was begun in 21 institutions and expanded to 37 participating institutions in 15 southeastern states. A description of the actual events of the 5 years of the project is provided and is meant to serve as a guideline for those setting up or conducting similar programs. Participating institutions, their residents, employees, training programs, and the role of the attendant are discussed. The curriculum developed cooperatively during the project, frequently encountered problems in implementing training programs, methods which might be used in teaching adults, and the importance of evaluation as a part of any training program are also treated. An evaluation of the project and a summary with seven recommendations are included. Twenty-six references are distributed at the ends of the chapters. Appendixes present annotated lists of 105 books and pamphlets and 58 audiovisual aids, the information and opinion questionnaires used in the project, data on participating institutions, committee members, seminars and workshops sponsored by the project, the inservice exchange program, excerpts from project newsletters and seminars, and publications of the project. (DF)

ABSTRACT 10742

EC 01 0742 ED N.A.
Publ. Date 05 Feb 68 202p.
Donahue, George T.; Nichtern, Sol

Teaching the Troubled Child.

EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment

(to environment); minimally brain injured; individualized instruction; ancillary services; volunteers; nonprofessional personnel; teacher aides; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education); Elmont Project

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)

ABSTRACT 10747

EC 01 0747 ED N.A.
Publ. Date May 68 38p.
Hornburger, Jane M.
So You Have an Aide; A Guide for Teachers in the Use of Classroom Aides.
Wilmington Public Schools, Delaware
EDRS not available

Descriptors: exceptional child education; personnel; teacher aides; educational improvement; educational needs; noninstructional responsibility; teacher role; teacher responsibility; teaching assistants; nonprofessional personnel; personnel evaluation; staff role; elementary school teachers; staff orientation; teacher attitudes

Developed to assist teachers in the use of aides, the guide interprets research in relation to teacher needs, duties of aides, the expanding role of paraprofessionals, and the changing attitudes of professional educators toward these paraprofessionals. Aspects discussed include methods of developing positive relationships between teachers and aides, orientation, training and professional growth, and procedures and policies of the Wilmington (Delaware) School System concerning professional responsibilities and the ethics of teaching. A question and answer section considers fundamental principles, knowledge, and techniques that can be adapted to many varied teaching situations. Illustrated practical suggestions are offered for working with aides. Appendixes outline city policies regarding the use of aides, suggest schedules for kindergarten and primary aides, consider utilization of aides, and provide self evaluation and teacher evaluation forms for aides. A reference list cites 39 items. (Author/SN)

ABSTRACT 10834

EC 01 0834 ED 025 893
Publ. Date 66 180p.
Flint, Betty Margaret
The Child and the Institution; A Study of Deprivation and Recovery.
EDRS not available
University of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; behavior; environmental influences; institutional environment; infants; play therapy; preschool children; self care skills; staff orientation; perceptual motor coordination; volunteers; inservice education; child development; individualized programs; behavior change; emotional adjustment; social adjustment; case records; facility requirements; Neil McNeil Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

ABSTRACT 10971

EC 01 0971 ED N.A.
Publ. Date Dec 67 4p.
DeLara, Lane E.
Teacher Aides in the Junior High Schools.
Fairleigh Dickinson University, Teaneck, New Jersey
EDRS not available
Clearinghouse; V42 N4 P234-7 Dec 1967

Descriptors: exceptional child education; personnel; program planning; administration; disadvantaged youth; teacher aides; junior high schools; volunteers; program descriptions; instructional programs; program evaluation; reading instruction; homemaking education; individualized instruction

A program was established on a pilot basis in a junior high school and has developed over a 3-year period. Six aides were assigned in September 1964. A coordinator gathered information, recruited volunteers, gave out assignments, and generally supervised the program. Orientation was given to the aides, and the program was explained at faculty meetings. Several growing pains received attention over a period of time: clerical tasks were reassigned; aides worked more directly with individual instruction particularly in reading; students immigrating from Hong Kong required instruction in English as a foreign language; and the program was integrated with the compensatory and reading resources programs. Twelve aides currently work in the program: three aides assist the homemaking teachers in their classes, and the others work with individual students in reading and English as a foreign language. Each semester, 20 to 30 students receive an extra hour of individual attention weekly, which the school could not provide without such a service. The dedication of the aides to their responsibilities is seen as a significant factor in the program's success. (DF)

ABSTRACT 11101

EC 01 1101 ED N.A.
Publ. Date Jun 65 6p.
Gorton, Chester E.; Hollis, John H.
Redesigning a Cottage Unit for Better Programming and Research for the Severely Retarded.
Parsons State Hospital and Training Center, Kansas;
Kansas University, Lawrence, Parsons Research Project
National Institute of Mental Health, Bethesda, Maryland
EDRS not available
Mental Retardation; V3 N3 P16-21 Jun 1965

Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; institutionalized (persons); institutional facilities; design needs; self care skills; attendant training; perceptual motor coordination; stimulus behavior; institutional research

To meet needs evident at the state hospital and training school, a system of care, treatment, and training for the severely mentally handicapped was developed. Subjects were 18 girls, aged 6 to 12, with IQ's less than 25. The cottage unit in which the girls lived was modified from a single large room, which appeared to limit social interaction between the girls and the aides, to provide environmental structure and control. A cubicle system was designed, but later abandoned to facilitate monitoring; an operant area with three large tables was then established and found successful in keeping the subjects off medication and out of diapers. A 12-session training program was conducted for the aides in methods

of observation, reinforcement, and grouping; interaction increased and personnel turnover decreased. Feeding training was also given the subjects, nine of whom did not spoon feed themselves; after 18 months, all 18 achieved self feeding. Additional progress was made in other self care skills over 3 years of the study. Studies were also conducted concerning perceptual motor skills, effects of social and nonsocial stimuli on behavior, communication behavior, social dominance, and differential responses to social stimuli. Three figures and two photographs present the architectural modifications. (JD)

ABSTRACT 11122

EC 01 1122 ED N.A.
Publ. Date Oct 67 4p.
Maier, Henry W.
Designing Residential Living Units for Persons with Mental Retardations.
Washington University, Seattle, School of Social Work
EDRS not available
Paper Presented at the Architectural Conference on Mental Retardation Facilities (Portland, Oregon, October 16-17, 1967).

Descriptors: exceptional child services; mentally handicapped; institutional facilities; design needs; self care skills; group living; attendants; community involvement

Residential living units for the mentally handicapped are discussed. The following suggestions are made and elaborated upon: the unit as an arena for a program in daily living; such an arena requires space for multiple activities; and the unit needs to be planned for what the residents can do. Also considered in terms of design needs are the importance of the attendant and teamwork; of contact with the ordinary community life; and of small groups that the residents themselves can manage. (JD)

ABSTRACT 11145

EC 01 1145 ED N.A.
Publ. Date Jun 69 4p.
Brierton, Gary and Others
Practical Problems Encountered in an Aide-Administered Token Reward Cottage Program
Dixon State School, Illinois
EDRS not available
Mental Retardation; V7 N3 P40-3 Jun 1969

Descriptors: exceptional child research; mentally handicapped; operant conditioning; institutionalized (persons); nonprofessional personnel; positive reinforcement; behavior change; staff role; program evaluation

A ward token project is described. Problems encountered in administration are presented along with suggestions to solve or minimize these problems. The results demonstrate how nonprofessional personnel can effectively participate in the therapeutic process of improving the behavior of residents. (Author)

ABSTRACT 11449

EC 01 1449 ED N.A.
Publ. Date May 69 9p.
Bennett, Fay W.
Ward Language Development Program for Institutionalized Retardates.
Augusta College, Georgia, Psychology Department;
Georgia University, Athens, Speech and Hearing Department;
Georgia Department of Education, Atlanta, Speech and Hearing Consultant Service
Ofce of Education (DHEW), Washington, D. C.
EDRS not available
Training School Bulletin; V66 N1 P23-31 May 1969

Descriptors: exceptional child research; mentally handicapped; language development; institutionalized (persons); staff utilization; verbal stimuli; reinforcement; language skills; attendant training; program evaluation

A program was instituted to raise the language skill levels of 100 mentally retarded institutionalized children by rewardng any attempts on the part of ward personnel (attendants) to stimulate these skills. Language development technicians, one for each 25-bed unit, remained on the ward daily to support and positively reinforce any attendant attempts to stimulate the ward environment of the children. Within three months, significant gains were shown in language skills of the retardates. Also, attendants expressed increased awareness of developmental needs of the patients, and increased confidence in working with patients throughout the day in both incidental and planned activities. (Author)

ABSTRACT 11500

EC 01 1500 ED N.A.
Publ. Date Aug 69 3p.
Minge, M. Ronald; Bowman, Thomas F.
Attendants' Views of Causes for Short-Term Employment at an Institution for the Mentally Retarded.
EDRS not available
Mental Retardation; V7 N4 P28-30 Aug 1969

Descriptors: exceptional child research; mentally handicapped; attendants; institutional personnel; salaries; personnel evaluation; personnel policy; job satisfaction; administrator attitudes

An overlooked but potentially valuable method for identifying causes of high attendant turnover rates is to survey the views of remaining attendants. Attendants, charge attendants, and supervisors at Lakeland Village completed a three-page questionnaire. The high return rate (82.8%) indicated considerable employee concern with the problem. A variety of causes were implicated; salient among them were the low wage level and limited creative opportunity. Responses suggested that short-term attendants were not appreciably different from remaining attendants. Respondent's suggestions for changes to reduce the turnover rate and differences among three groups of respondents are discussed. (Author)

ABSTRACT 11535

EC 01 1535 ED 029 437
Publ. Date Mar 69 34p.
Eisenbud, Robert E., Comp.
Career Opportunities in the Field of Mental Retardation.
Department of Health, Education, and Welfare, Washington, D. C., Secretary's Committee on Mental Retardation
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child services; mentally handicapped; career opportunities; nursing; physical therapy; occupational therapy; psychologists; dieticians; speech therapists; rehabilitation counseling; special education teachers; teacher aides; social workers; child care occupations; administrative personnel; physicians; researchers; dentists; dental hygienists; chief administrators

Addressed to high school and college students interested in working with the mentally retarded, the booklet describes opportunities in the field. Careers considered include 16 in health and health related services, four in education, seven in social and rehabilitative services, and six in administration and coordination of services. Research careers are also treated. For all, a description of the career is included, and educational and training requirements and sources of further information are stated; information regarding financial assistance is provided when relevant. (JD)

ABSTRACT 11542

EC 01 1542 ED 029 444
Publ. Date 68 52p.
A Guide for Programs in Recreation and Physical Education for the Mentally Retarded.
American Association for Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
American Association for Health, Physical Education, And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($1.25).

Descriptors: exceptional child education; mentally handicapped; physical education; teaching methods; physical fitness; psychomotor skills; athletics; athletic activities; measurement instruments; reinforcement; rewards; tests; athletic equipment; medical evaluation; inservice teacher education; volunteers; parent participation; public relations; program evaluation

The Project on Recreation and Fitness for the Mentally Retarded and the objectives of such programs are reviewed. Activity areas surveyed include physical fitness, motor ability, sports skills, special events, and recreation. Also considered are the following: testing and measuring individual progress, including psychomotor and physical fitness tests, developmental profiles, and awards; medical examinations; and facilities,

equipment and supplies. Inservice education and training are discussed, as well as activities for volunteers and parents; public relations and information needs are considered. A guide for program evaluation and a 38-item bibliography are provided. (JK)

ABSTRACT 11574

EC 01 1574 ED N.A.
Publ. Date 66 104p.
Educational Programming for the Trainable Mentally Retarded. Proceedings of a Conference (Daytona Beach, Florida, August 9-12, 1966).
Florida State Department of Education, Tallahassee, Exceptional Child Education Section
Office of Education (DHEW), Washington, D. C.
EDRS not available
Exceptional Child Education, State Department of Education, Knott Building, Room 319, Tallahassee, Florida 32301.

Descriptors: exceptional child education; mentally handicapped; program planning; trainable mentally handicapped; parent teacher cooperation; educational programs; motivation; reinforcement; teaching methods; educational objectives; communication skills; teacher aides; physical activities; motor development; learning characteristics; educational research; vocational rehabilitation; state programs

A conference of 25 Florida teachers of the trainable mentally retarded surveys the points of view of business and industry, parents and teachers, the community, and the State Department of Education. Aspects of program development discussed are the efficacy and objectives of educational programs for the mentally retarded, teacher and program development, principles of curriculum design, and the use of teacher aides. Motor and language development are considered; and learning and research are related in terms of theories and principles of learning, the nature and phases of learning and significant research reports on motivation. A map showing the number of teachers in public school programs for the trainable mentally retarded by county is appended. (BW)

ABSTRACT 11814

EC 01 1814 ED N.A.
Publ. Date 31 Jul 67 7p.
Mental Retardation Report, Number 67-9; Foster Grandparent Program. A Progress Report.
Secretary's Committee on Mental Retardation (DHEW), Washington, D. C.
EDRS not available
U. S. Department of Health, Education, and Welfare, Secretary's Committee on Mental Retardation, Washington, D. C. 20201.

Descriptors: exceptional child services; older adults; mentally handicapped; low income; disadvantaged youth; program evaluation; program costs; nonprofessional personnel; Foster Grandparent Program

The Foster Grandparent Program, designed to help both the aged poor and the retarded child, is described. The administration of the program, problems of older persons, and services to children are surveyed. Three particular programs are reviewed, including those in New Haven and Manchester, Connecticut, and Charleston, South Carolina; the evaluation of the program as a whole is summarized. (JD)

ABSTRACT 11885

EC 01 1885 ED N.A.
Publ. Date 67 15p.
We Are Concerned; Three Youth Programs in Mental Retardation as Told by the Young People Who Got Involved.
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Mental Retardation
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($0.20).

Descriptors: exceptional child services; mentally handicapped; student volunteers; recruitment; organizations (groups); youth programs; youth agencies; federal programs; state programs; innovation; South Carolina Youth Task Force; YTF; Student Work Experience And Training; SWEAT; Teens Aid The Retarded

Three programs which utilize the efforts of teenagers, the South Carolina Youth Task Force, (YTF), Student Work Experience and Training (SWEAT), and Teens Aid the Retarded (TARS) are presented through a description of their origin, structure, and services. Additional information about each program is provided in articles written by program participants who relate their experiences and impressions. (RD)

ABSTRACT 11886

EC 01 1886 ED N.A.
Publ. Date Aug 66 10p.
Wisconsin Hearing Conservation Program; A Guide for Nurses, Parents, Volunteers.
Department of Public Instruction, Madison, Wisconsin, Bureau for Handicapped Children
EDRS not available
Hearing Conservation Program, Bureau for Handicapped Children, 110 North Henry Street, Wisconsin Department of Public Instruction, Madison, Wisconsin 53703.

Descriptors: exceptional child services; aurally handicapped; auditory evaluation; state programs; hearing conservation; audition (physiology); screening tests; records (forms); hearing clinics; Wisconsin

Addressed to nurses, parents, and volunteers, the pamphlet lists Wisconsin speech and hearing centers as well as day classes for the deaf and hard of hearing. Further information concerns procedures and numbers of children and volunteers involved in the hearing conservation program, techniques for giving hearing tests, diagnoses found in otologic clinic examinations, and participating otologists. Also provided are a state map with areas and programs marked, a diagram of the ear, a glossary of terms, a diagram of the audiometer with instructions on its use, and forms used in the program, including those for screening results, parent contact, otologic examination, and hearing history. (JD)

ABSTRACT 11906

EC 01 1906 ED 015 304
Publ. Date 30 Jun 67 63p.
The Feasibility of Training Non-Skilled Personnel to Assist Professional Staff in the Care and Treatment of Mentally Retarded Children; A Child Welfare Demonstration Project. Final Report.
Retarded Infants Services, Inc., New York, New York
Children's Bureau (DHEW), Washington, D. C.
EDRS mf,hc
D231

Descriptors: exceptional child services; mentally handicapped; personnel; nonprofessional personnel; recruitment; program evaluation; personnel evaluation; trainees; field experience programs; training; attendant training; demonstration programs; participant characteristics; low income groups; program development; program descriptions; job placement; employment; job skills

Unskilled personnel were recruited for a pilot training program in mental retardation. Of the 52 trainees, 50 were female and most were minority group members with low level employment. The average education was 11.5 years of school (63% were high school graduates) and residential stability was high. There was little evidence of family instability, and half had histories of regular fulltime employment. In all, 45 individuals (87%) completed the training program in three groups. Conducted by a social worker, the program was designed to provide awareness of developmental psychology and the facts of retardation, direct contact with the realities of retardates and their care, understanding of institutionalization as opposed to community maintenance, understanding of the role and functions of different fields in the handling of the problems of retardation, and practicum work in the specific skills needed. Methodology stressed relating training to the trainees' goal of a job and making the program's content meaningful. A stipend was provided, symbolic status rewards were used, and group interaction was utilized. The placement program resulted in 73% employment with 69% in mental retardation. Rated by their agencies on 15 traits 3 months after placement, trainees were high in motivation and commitment, social behavior and interpersonal skills, and low in level of knowledge, initiative, resourcefulness, and punctuality. (DF)

ABSTRACT 11964

EC 01 1964 ED N.A.
Publ. Date (68) 13p.
A Chance to Help; The Story of SWEAT.

Public Health Service (DHEW), Arlington, Virginia, Division of Mental Retardation
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child services; mentally handicapped; recruitment; college students; summer programs; student employment; institutionalized (persons); career opportunities; Student Work Experience and Training; SWEAT

The Student Work Experience and Training Program (SWEAT) is described. Federally funded, the vacation work program provides interested and qualified teenagers and college students with a chance to work with retarded children at 50 participating institutions, in the hope that they will choose careers in retardation. The brochure includes comments by SWEAT participants as well as pictures showing them with retarded children at the Southbury Training School in Southbury, Connecticut. (MS)

ABSTRACT 11972

EC 01 1972 ED 031 004
Publ. Date Feb 69 33p.
Kokaska, Charles J., Ed.
Selected Speeches from a Workshop for Aides to Teachers of the Trainable Mentally Retarded.
Michigan State Department of Education, Lansing, Division of Special Education;
Eastern Michigan University, Ypsilanti, Department Of Special Education and Occupational Therapy
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; teacher aides; trainable mentally handicapped; nonprofessional personnel; staff role; group instruction; communication skills; parent school relationship; sheltered workshops; employment problems; class management

The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE)

ABSTRACT 11994

EC 01 1994 ED 031 026
Publ. Date Dec 67 97p.
Hewett, Frank M. and Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I-Elementary Level.
California University, Los Angeles, Graduate School Of Education;
Santa Monica Unified School District, California
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-7-062893-0377
BR-6-2893

Descriptors: exceptional child research; emotionally disturbed; behavior change; attention span; academic achievement; reinforcement; student evaluation; arithmetic; testing; teaching methods; program evaluation; rewards; behavior rating scales; class size; teacher aides; classroom design; scheduling; reading instruction; teacher role

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned tasks at centers in keeping with their individual problems and were awarded check marks every 15 minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute samples taken five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a 5 to 20% task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were significantly correlated with the presence of the engineered design. (Author/RJ)

ABSTRACT 12067

EC 01 2067 ED N.A.
Publ. Date Jun 65 4p.
Roos, Philip
Development of an Intensive Habit-Training Unit at Austin State School.
Austin State School, Texas
EDRS not available
Mental Retardation; V3 N3 P12-5 Jun 1965

Descriptors: exceptional child research; mentally handicapped; reinforcement; self care skills; institutions; positive reinforcement; rewards; discrimination learning; institutionalized (persons); attendants; attendant training; inservice programs; institutional personnel; institutional research; pilot projects; operant conditioning; administrator attitudes; teamwork; cooperative planning; Austin State School

A pilot project to develop self-help skills in 30 severely retarded children, aged 6 to 12 years, utilized operant conditioning techniques. Additional objectives were the training of attendants and the development of new procedures and equipment. Each child was assigned to a specific attendant on each of three shifts who attempted to shape behavior by the method of successive approximations, reinforcing only desired behavior. The physical environment was modified to facilitate discrimination and to simplify desired responses. Improved skills of many of the children and improved attitudes of the attendants were apparent although no quantitative results were derived. Project success depended upon staff acceptance, regarding the project as a learning situation, using the team approach, involving the whole institution in the project, and supporting the project by administrative participation. Six references are listed. (RK)

ABSTRACT 20053

EC 02 0053 ED N.A.
Publ. Date Nov 67 2p.
Pomeroy, Mrs. Morris
Work-Reation.
Recreation Center for Handicapped, San Francisco, California
EDRS not available
AAHPER, Recreation and Fitness for the Mentally Retarded, 1201 16th Street, N. W., Washington D. C. 20036.
Appeared in Challenge, Published By Project on Recreation and Fitness for the Mentally Handicapped, American Association for Health, Physical Education, And Recreation.

Descriptors: exceptional child services; mentally handicapped; recreational activities; work experience programs; attendants; employment opportunities

The work and recreation program described has employed nine mentally retarded adults at a recreation center for the handicapped for the past 3 years. They work as aides or helpers for several hours and then participate in group recreational activities. Jobs include providing custodial care of small children, helping with the recreation program, or working as a transportation, housekeeping, janitorial, office or library aide. Three case histories illustrate progress made by participants. (LE)

ABSTRACT 20064

EC 02 0064 ED N.A.
Publ. Date 68 64p.
Sunderlin, Sylvia, Ed.
Aides to Teachers and Children.
Association for Childhood Education International, Washington, D. C.
EDRS not available
Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($1.50).

Descriptors: exceptional child education; nonprofessional personnel; school aides; teacher aides; training; training objectives; job training; student volunteers; volunteer training; community; resources; parent participation

A collection of 13 articles provides information on the following: the need for aides; finding, screening and using aides; use of parents as aides; sixth-grade aides for the kindergarten; teen-age aides; curriculum resources in the community;

developing professional skills in paraprofessionals; the teacher and the paraprofessional; staff parents become better teachers. The text is illustrated with photographs and a 25-item bibliography is included. (LE)

ABSTRACT 20113

EC 02 0113 ED N.A.
Publ. Date Dec 65 3p.
Baumeister, Alfred; Klosowski, Raymond
An Attempt to Group Toilet Train Severely Retarded Patients.
EDRS not available
Mental Retardation; V3 N6 P24-6 Dec 1965

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; reinforcement; behavior change; institutionalized (persons); attendant training

Group toilet training was given to 40 profoundly retarded males, aged 10 to 25. Attendants received instruction in the project and in reinforcement principles. Subjects were reinforced with food or other appropriate items. The training lasted 70 days. By the fifth day, behavior began to improve. When subjects were allowed a change in their environment, successes were practically eliminated. Success with the program was judged incomplete. (GB)

ABSTRACT 20280

EC 02 0280 ED N.A.
Publ. Date Mar 68 3p.
Berryman, Doris L.
Unemployed Young Adults: A Manpower Resource for Therapeutic Recreation.
EDRS not available
Journal of Rehabilitation; V34 N2 P11-3 Mar-Apr 1968

Descriptors: exceptional child services; nonprofessional personnel; unemployed; trainees; recreation; young adults; participant characteristics; on the job training; course content; career opportunities

A 6-month program to train unemployed or underemployed young adults as aides to professional therapeutic recreational personnel consisted of development of skills and on the job training. Three groups of 25 trainees participated. Criteria for trainee selection were an interest in working with disabled people and a high school diploma or certificate or the willingness to work for one. The training program avoided the traditional classroom atmosphere, utilizing question-answer and role playing sessions, lectures, seminars, and demonstrations. Class content was basically the same for all three groups and the sessions covered record-keeping, leadership, and the development of language and recreation skills. Of the trainees, 85% completed the course and 58% were subsequently employed. Nine percent entered college or vocational training. One problem of the program was failure to provide a thorough initial physical examination for trainees including indicated medical psychological care. Because of difculty in establishing jobs with real career opportunities, the training program was discontinued until a job analysis could be implemented. (JM)

ABSTRACT 20349

EC 02 0349 ED N.A.
Publ. Date Nov 69 12p.
Cleland, Charles C.
Commuting Practices and Labor Transfer Potential.
EDRS not available
Training School Bulletin; V66 N3 P115-26 Nov 1969

Descriptors: exceptional child research; attendants; occupational surveys; age differences; sex differences; residential patterns; labor turnover; personnel needs; institutional personnel; program planning

This survey, based on 682 attendants' responses to a 23-item questionnaire, reflected an effort to define constraints that discourage effective utilization of existent manpower. Commuting practices, transportation modes, labor market boundaries, referral sources, and demographic characteristics of attendants from two institutions located within the same city were studied to determine how these parameters might relate to partial resolution of the manpower shortage. Results revealed the following factors: over 67% were 37 to 46 years old; in 5 years, age will deplete the existing work force 20%; over two thirds of the attendants were female; the index of discrepancy between actual and preferred residence indicated that as a group, willingness to relocate would be low; over 44% of the long-tenure, as opposed to 21.37% of new employees, preferred rural living. Additional results and population growth reports of the two institutions are reported. (Author/RJ)

ABSTRACT 20434

EC 02 0434 ED N.A.
Publ. Date Oct 69 4p.
Johnson, Doleen; Ferryman, Zilpha C.
Inservice Training for Non-Professional Personnel in a Mental Retardation Center.
EDRS not available
Mental Retardation; V7 N5 P10-3 Oct 1969

Descriptors: exceptional child research; mentally handicapped; attendant training; nonprofessional personnel; inservice education; program evaluation; rating scales; employee attitudes

The need for qualified personnel in a Mental Retardation Center makes it imperative that suitable training be provided. An evaluation of the Inservice Training program at the Arizona Children's Colony by means of the SREB Information Survey and Opinion Scale shows significant gains in basic information and improved attitudes in many employees. The results also indicate the need for further training and for effective changes in training programs in order to achieve the desired goals of better child care programs for the mentally retarded. (Author)

ABSTRACT 20457

EC 02 0457 ED N.A.
Publ. Date 66 22p.
Potter, Beth; Richardson, Judith
Handbook of Hints for Helpers (Child Service Attendants).
Easter Seal Society for Crippled Children and Adults of California, San Francisco
EDRS not available
National Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612 ($0.50).

Descriptors: exceptional child education; physically handicapped; nonprofessional personnel; orthopedically handicapped; attendants; teacher aides; school aides; skills; employment qualifications

Designed as an orientation for child service attendants in classes of orthopedically handicapped children, this illustrated handbook describes the good attendant, offers suggestions, and gives instructions. A list of specific duties is included. (JD)

ABSTRACT 20482

EC 02 0482 ED N.A.
Publ. Date 66 299p.
Bramley, V. Lucile, Comp.
Participant's Guide, Volume I.
State Home and Training School, Wheat Ridge, Colorado
EDRS not available
State Home and Training School, Wheat Ridge, Colorado 80033.

Descriptors: exceptional child education; mentally handicapped; nonprofessional personnel; residential care; inservice education; child development; health needs; guidelines; program planning; human body; hygiene; staff role; attendants; attendant training; administration; institutional personnel; Colorado

The guide for employee training at a residential institution for the mentally retarded is composed of the following four units: general orientation, including knowledges and experiences perparing the attendant to help accomplish the goals of the institution; the human body and its care, including physical makeup and basic health needs, health practices and prevention of illness and injury, and habilitation toward a full life; human growth and development, including understanding of the self and the therapeutic group and planning for the residents' total care, training, and habilitation; and devising new ways to promote resident-centered environment. Each unit has a counterpart of planned experiences for student and/or attendant activity. Vocabulary definitions of words used throughout the guide are given. (LE)

ABSTRACT 20694

EC 02 0694 ED N.A.
Publ. Date Oct 69 6p.
Jones, Joyce
Dyslexia: Identification and Remediation in a Public School Setting.
EDRS not available
Journal of Learning Disabilities; V2 N10 P533-8 Oct 1969

01 9

Descriptors: exceptional child research; dyslexia; remedial programs; individualized instruction; reading improvement; nonprofessional personnel; testing; reading achievement; learning disabilities

A Title III grant made possible a 3-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic procedure taught through a multisensory approach. This remedial procedure was taught on a one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program 78 students attended the full day Perceptual Development Center Program and 545 students participated in an hour-a-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)

ABSTRACT 20745

EC 02 0745 ED N.A.
Publ. Date 67 17p.
Swift, Marshall S. and Others
A Preliminary Investigation of Houseparent Intervention with a Child with a History of Eating Disturbance.
EDRS not available
Devereux Schools Forum; V3 N2 P71-87 Win 1967

Descriptors: exceptional child services; emotionally disturbed; behavior; reinforcement; behavior change; behavior problems; residential care; staff meetings; staff role; behavior rating scales; eating habits; nonprofessional personnel

Houseparents of the Devereux Academy and Gateway units met weekly with the Department of Psychological Research to focus on the houseparents' methods of dealing with specific problem behaviors rated as high in occurrence through the use of the Devereux Child Behavior (DCB) Rating Scale. Discussion focused upon a 13-year-old girl with a 6-year history of an eating disburbance. Tape recorded excerpts from the weekly meetings illustrate which methods had failed and how a new plan was devised. Staff discussions show how the child's behavior and attitude changed and improved in reaction to the new system of selective reinforcement. Eight generalizations summarize the procedures employed. (TE)

ABSTRACT 20790

EC 02 0790 ED 026 665
Publ. Date Jan 68 10p.
Thomson, Ruth
Volunteers to Prevent Emotional Problems in Children, Summary Progress Report.
Counseling Service of Addison County, Inc., Middlebury, Vermont
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: behavior problems; college students; elementary school students; mental health clinics; mental health programs; tutorial programs; prevention; student volunteers; underachievers; counseling services; emotional problems

The Counseling Service of Addison County, a community mental health clinic begun in 1966 as a four-year project to determine whether emotional problems could be prevented by the early assignment of college student volunteers to underachievers in the early grades of elementary school is presented. The progress report of the second year, records, report card grades, and achievement test scores are reviewed. The California Test of Personality, the Goodenough-Harris Drawing Tests and the Bender Visual Motor Gestalt Test are reported as administered along with a behavior-rating scale completed by the teachers. Although the data is not yet statistically significant, it is pointed out that observations by teachers and parents were favorable. It appears that the volunteer college student is generally more stable than the average student. While all data is tentative and too early for definite conclusions, the project has continued to progress in its second phase according to the original plans. (KP)

ABSTRACT 20858

EC 02 0858 ED 028 553
Publ. Date 67 40p.
Dental Health for the Handicapped.
Alabama University, Birmingham, Dental Advisory Committee
Public Health Service (DHEW), Washington, D. C., Mental Retardation Division
EDRS mf,hc
MR-0102B67

Descriptors: exceptional child services; mentally handicapped; institutionalized (persons); health education; self care skills; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; teaching methods; attendants; dental health

Guidelines to aid attendants to maintain good dental health among institutionalized mentally retarded persons are presented. Aspects considered include reasons for taking care of the mouth and means of adapting the oral hygiene program to each individual. Also described are oral hygiene programs now existing in group living settings and methods of recognizing special mouth problems. Appendixes list sources for additional readings and materials, and present study questions with their answers. (LE)

ABSTRACT 20972

EC 02 0972 ED 033 512
Publ. Date May 68 180p.
The Utilization of Supportive Personnel in Speech Correction in the Public Schools.
Colorado State Department of Education, Denver
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child research; speech therapy; speech therapists; teacher aids; program evaluation; nonprofessional personnel; administration; standards; language development; speech evaluation; speech handicapped; aurally handicapped; auditory evaluation; teaching methods; teacher attitudes

A pilot program for supportive personnel in speech pathology and audiology began with 3 weeks of formal training. Ten speech aids then worked for 10 weeks in nine school districts. Speech correctionists evaluated the aids and indicated that they were most helpful in articulation and language drills, carry-over activities, ear training, preparation of therapy material, and record keeping. Eleven of 14 correctionists felt that they would like to have the continued services of an aide although many negative attitudes toward aides were in existence (many correctionists felt threatened). The speech aides also evaluated the program; favorable reactions were expressed toward the field of speech correction, and seven aids said they would like to continue their work. Speeches made to the trainees are presented and include the following: public school organization and administration; the role of the speech specialist; professional responsibilities and ethics; child growth, speech, and language development; the speech mechanism; disorders of speech and language and their evaluation and rehabilitation; the hearing mechanism; hearing disorders, evaluation, and rehabilitation; and identification audiometry. (RJ)

ABSTRACT 21000

EC 02 1000 ED N.A.
Publ. Date Mar 65 155p.
Thorne, Gareth D.
Understanding the Mentally Retarded.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($3.95).

Descriptors: exceptional child services; mentally handicapped; attendants; institutionalized (persons); attendant training; residential care; institutional environment; adjustment (to environment); child development; counseling; rehabilitation; etiology; clinical diagnosis; environmental influences; behavior patterns

The book for attendants in institutions supplies basic information about mental retardation, and discusses each of the problems attendants face in their day-to-day work with retarded children. Areas of concern are causes of mental retardation, the diagnosis of mental retardation, child development and environment, the institution as a community for the mentally retarded, counseling and guiding the mentally retarded, helping the retarded child grow in learning and adjustment, emotions and the mentally retarded, and rehabilitation. (LE)

ABSTRACT 21105

EC 02 1105 ED 027 386
112p.
A Guide for Attendant Training in Institutions for the Mentally Retarded.

New Jersey State Department of Institutions and Agencies, Trenton, Division of Mental Retardation
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc
OM-838

Descriptors: exceptional child education; attendant training; curriculum; lesson plans; mentally handicapped; mental retardation; program development; inservice education; institutional personnel

The guide is intended as a stimulus for the establishment of training programs for newly employed attendants and as an aid to the development of on-going inservice training. The instructor should select those subject areas which meet the needs of the institution and its residents. It is expected that additions and deletions will be made. The body of the manual is an outline which indicates the topic and purpose for each lesson and presents in parallel columns suggested content, teaching methods and aids, and reading references in relation to each sub-topic. Lesson topics include: background on mental retardation, growth and development, social and emotional needs, housekeeping in the cottage, safety, civil defense, training, feeding, and clothing the resident, personal health and hygiene, nursing care, common diseases and conditions, body mechanics, leisure time, sex education, religion, discipline, referring problems, and the responsibility of the attendant to the patient. The appendix includes a glossary, bibliography, film list, and list of agencies from which resource materials may be obtained. (JK)

ABSTRACT 21124

EC 02 1124 ED N.A.
Publ. Date Nov 69 6p.
Roos, Philip; Oliver, Margret
Evaluation of Operant Conditioning with Institutionalized Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V74 N3 P325-30 Nov 1969

Descriptors: exceptional child research; mentally handicapped; behavior change; operant conditioning; institutionalized (persons); custodial mentally handicapped; attendants; reinforcement; program evaluation

The effectiveness of operant conditioning procedures implemented by attendants was evaluated by comparing the progress of three groups of severely and profoundly retarded institutionalized young children. In addition to the experimental and control groups, a placebo group, which received classroom-type training, was included. The results indicated significantly greater improvement in the group trained by operant conditioning. (Author)

ABSTRACT 21331

EC 02 1331 ED N.A.
Publ. Date Dec 69 6p.
Smith, Robert M.
Preparing Competent Special Education Teachers.
EDRS not available
Education in Canada; V9 N4 P31-6 Dec 1969

Descriptors: teacher education; teacher improvement; handicapped children; educational needs; teaching skills; teacher certification; paraprofessional school personnel

Two ways of looking at the needs of exceptional children are considered with a focus on providing environments to enable individuals to learn effectively. Problems encountered in placing children in special classes and the status of special class teachers are examined. Suggestions are made for improving teacher education programs in the direction of developing five specific competencies. The process of implementation is described with attention given to teacher certification, the use of paraprofessional personnel, evaluation of teacher performance, and skill maintenance. (RJ)

ABSTRACT 21399

EC 02 1399 ED N.A.
Publ. Date Dec 69 4p.
Ludtke, Roland H.; Elliott, Alberta
The Changing Role of Volunteers in a Residential Facility for the Mentally Retarded.
EDRS not available
Mental Retardation; V7 N6 P13-6 Dec 1969

Descriptors: exceptional child services; mentally handicapped; volunteers; volunteer training; institutional personnel; residential programs; program evaluation

Discussed is a project demonstrating that volunteers if properly trained can extend the services of professional staff in a state residential institution for the mentally handicapped. There were 17 program areas in which volunteers trained by resident staff acted as aides or instructors. The program was considered a success with the following factors deemed most essential in the volunteer: an acceptance of the real purpose of his work, a sense of belonging, an opportunity to express his own ideas, job responsibility according to capability, understanding of what is expected, proper recognition of accomplishments, knowledge that goals are attainable, free access to volunteer staff for conferences, and challenging assignments. (JM)

ABSTRACT 21416

EC 02 1416 ED N.A.
Publ. Date Dec 69 4p.
McClennen, Sandra
Teaching Techniques for Institutionalized Blind Retarded Children.
EDRS not available
New Outlook for the Blind; V63 N10 P322-5 Dec 1969

Descriptors: exceptional child education; multiply handicapped; teaching methods; institutionalized (persons); mentally handicapped; visually handicapped; residential schools; attendants; reinforcement

The programs for blind retarded patients at the Plymouth State Home and Training Hospital in Michigan are described. The programs are divided in four subgroups by age and ability, emphasize language and speech, use the token system of motivation, and stress the learning of socially acceptable behavior. The staff and attendants work closely together, and individual realistic goals are set. (JM)

ABSTRACT 21490

EC 02 1490 ED 034 368
Publ. Date 66 48p.
Dental Care for the Mentally Retarded; A Handbook for Ward Personnel.
Alabama University Medical Center, Birmingham, Dental Advisory Committee
Social and Rehabilitation Service (DHEW), Washington, D. C., Mental Retardation Division
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; dental health; attendant training; hygiene; habit formation; self care skills; health programs; institutionalized (persons)

Included in a handbook are discussions on general information for dental health for the institutionalized retarded, their need for dental care, the attendant's role in providing care, dental information for the attendant, how and when to use a toothbrush, care of toothbrushes and equipment, and indications of abnormal mouth conditions. Information is also presented on the development of programs of dental care according to cottages or wards of residents who can brush on their own, who can partially brush, or who are incapable of brushing. Recommendations for a successful dental program are outlined; photographs and charts are used throughout. (JM)

ABSTRACT 21500

EC 02 1500 ED N.A.
Publ. Date 67 81p.
Moncur, John P., Ed.
Institute on the Utilization of Supportive Personnel in School Speech and Hearing Programs (Washington, D.C., September 6-8, 1967).
American Speech and Hearing Association, Washington, D. C.;
Maryland University, College Park
EDRS not available
OEG-2-7-003243-3243
American Speech and Hearing Association, 9030 Georgetown Road, Washington, D. C. 20014.

Descriptors: exceptional child education; personnel; speech therapy; speech handndicapped; nonprofessional personnel; manpower development; manpower needs; manpower utilization; conference reports; handicapped children; personnel needs; school nurses; physical therapy; counseling; legislation; school personnel; clinic personnel (school); audiology; speech pathology; job training; educational programs; teacher aids; guidance personnel; hearing therapy

Institute papers treat the utilization of

SI 11

supportive personnel in school speech and hearing programs. A preface presents the institute's purposes, and an introduction by the editor describes the concerns, attitudes, and conclusions of the institute participants. The report includes the following 10 speeches: Welcome and Introductory Remarks by M.C. Fitzgerald, The Development of Professional Teams in Education and Services for the Handicapped by J. Gallagher, New Careers in New Fields by A. Brody, Help for the Professional by L. Goldman, Education by D. Davies, Nursing by E. Ulrich, Physical Therapy by F.S. Linduff, Counseling by C. McDaniels, Our Crisis by M. Marge, and Supportive Personnel--Current Legislation by J.H. Scheuer. An appendix lists the institute participants. (JD)

ABSTRACT 21517

EC 02 1517 ED N.A.
Publ. Date 67 97p.
Penny, Ruthanna
Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); training techniques; self care skills; nurses; attendants; case studies; communication (thought transfer); nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts form small group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

ABSTRACT 21560

EC 02 1560 ED N.A.
Publ. Date 69 49p.
McGahan, F. E.; McGahan, Carolyn
The Paraprofessional Teacher in Action.
Northeast Texas Educational Services, Inc., Paris
EDRS not available
Learning Designs, P. O. Box 234, Manchester, Missouri 63011.

Descriptors: exceptional child education; learning disabilities; paraprofessional school personnel; teacher aides; staff role; remedial instruction; supervisory activities; learning activities

Designed as a guide for the paraprofessional teacher, the text offers hints and proposes activities for enabling the aid to fulfill her role effectively. Discussed are the dynamics and attitudes of the paraprofessional, hints for acquiring the best attitudes, personal mental health, understanding important terminology, work responsibilities, and the developmental learning continuum. Other areas that the paraprofessional must comprehend are knowing and coping with social and emotional factors which interfere with learning, knowing and coping with low potential factors, and understanding and remediating gross motor difficulties and fine motor factors that interfere with learning. (JM)

ABSTRACT 21563

EC 02 1563 ED N.A.
Publ. Date Jul 69 34p.
Summarization: The Role of the Volunteer in Alternate Planning for Patients.
Harrisburg State Hospital, Pennsylvania
Pennsylvania State Department of Public Welfare, Harrisburg, Office of Mental Retardation
EDRS not available
Office of Mental Retardation, Pennsylvania Department Of Public Welfare, 423 Walnut Street, Harrisburg, Pennsylvania 17101.

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; volunteers; institutionalized (persons); volunteer training; staff role; conference reports; Pennsylvania

Conference participants consisting of physicians, psychologists, social workers, superintendents of facilities, and volunteer workers discuss the role of the volunteer worker with the emotionally disturbed and mentally handicapped. Brief speeches include the following topics: the community's relationship to the institution, volunteer training and assigned tasks, the volunteer's relationship to the hospital staff, program success, alternate programs, long term patients, and a history of volunteer programs. Outlines of six regional area meetings with highlights of content and proposals for the future are provided. (JM)

ABSTRACT 21569

EC 02 1569 ED 021 297
18p.
Tomlinson, T. M. and Others
Psychotherapy and the Nonprofessional Therapist: Responses of Naive Therapists to Therapeutic Contact with Chronic Schizophrenics.
EDRS mf,hc

Descriptors: college students; institutionalized (persons); nonprofessional personnel; psychotherapy; schizophrenia; student experience; training techniques; emotionally disturbed

The current interest in using non-professional therapists to work with chronic schizophrenics is usually focused on the effect on the patients. Relatively little attention has been paid to the effect this particularly intransigent patient population may have on clinically unsophisticated students, especially students who are planning a career as professional psychotherapists. The question is asked about the advisability of engaging naive students in the task of helping patients who are unlikely to exhibit identifiable behavior or personality change. Biographical and rating scale data from untrained student therapists are examined, and the conclusion is reached that in most instances, the experience has a positive outcome. Students attain insights into the nature of psychopathology and achieve a more realistic view of psychotherapy. The warning is issued, however, that the experience can be extremely frustrating and unnecessarily disconcerting to the naive therapist who expects but does not receive reinforcement in terms of a productive patient relationship or observable patient behavior change. It is suggested that unless considerable supervision is available a more responsive group of patients might provide a more suitable patient sample for the first therapeutic encounter. (Author)

ABSTRACT 21641

EC 02 1641 ED N.A.
Publ. Date Nov 66 4p.
Shawmeker, William F. and Others
A Multi-Dimensional Approach to Child Care Aide Training.
EDRS not available
Training School Bulletin; V63 N3 P124-7 Nov 1966

Descriptors: exceptional child education; child care workers; child development; mentally handicapped; college credits; attendant training; residential centers

A child care training program for aides at a residential center for mental retardates is described. Offered as a college course, the 6-week program, which stresses child development, consists of two daily class periods at the college supplemented by 6 hours of activities at the center. (DT)

ABSTRACT 21680

EC 02 1680 ED N.A.
Publ. Date Apr 70 7p.
Eastman, E. Elaine
The Establishment of State-Wide Volunteer Services in Oregon.
EDRS not available
New Outlook for the Blind; V64 N4 P97-103 Apr 1970

Descriptors: exceptional child services; visually handicapped; voluntary agencies; volunteers; community programs; volunteer training; adult programs; administrative organization

The administrative and organizational arrangements and problems in establishing a state wide volunteer group are discussed. Described are the needs for volunteer workers, the services they can provide, methods of providing independence for the blind, tailoring each program to the specific community, and the

coordination necessary in each program. An example of a successful program is provided including information on area served, its group activities, volunteer recruitment, volunteer training classes, selecting a coordinator, the basic skills and knowledges emphasized, the mutual satisfaction achieved, and its ultimate success and development into a permanent organization. (JM)

ABSTRACT 21728

EC 02 1728 ED N.A.
Publ. Date Jun 65 5p.
Barnett, Charles D.; Bensberg, Gerard J.

Behavioral Management of the Institutionalized Mentally Retarded--A Survey.
EDRS not available
Mental Retardation; V3 N3 P7-11 Jun 1965

Descriptors: exceptional child research; mentally handicapped; institutions; discipline; questionnaires; surveys; administrative policy; institutionalized (persons) discipline policy; attendant training

Reported are the responses of 23 Southern state residential facilities to a questionnaire concerning resident behavioral management. Responses to questions are grouped under the law and its implementation, institutional disciplinary practices, the attendant and behavioral management, and some correlates of problem behavior. Increased training, involvement, and authority of attendants are discussed. Administration efforts to evaluate current policies and to implement realistic behavioral management are recommended. (TL)

ABSTRACT 21770

EC 02 1770 ED 035 149
Publ. Date Aug 69 61p.
Guess, Doug and Others

A Language Development Program for Mentally Retarded Children, Volume I. Final Report.
Kansas University, Lawrence;
Kansas Neurological Institute, Topeka
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-0-8-070815-0216
BR-7-0815

Descriptors: exceptional child research; mentally handicapped; nonprofessional personnel; language development; teacher aids; institutionalized (persons); speech instruction; speech improvement; language instruction; intellectual development; reinforcement; language programs; oral expression; custodial mentally handicapped

The utilization of non-professional personnel as language teachers was investigated using forty residents and an equal number of controls who were matched on the variables of CA, IQ, and Language Age (mean CA 13.28 and mean IQ 33). Two former psychiatric aids were trained as language developmentalists by classroom experiences, informal discussions and reading material pertinent to language acquisition. The language aids were provided with appropriate language development materials and supervised by a speech pathologist. A token reinforcement system was used in all classes. Results showed the children attending language classes made significantly greater raw score gains in the Illinois Test of Psycholinguistic Abilities than did the control group (CG) over the 18 month period. Significantly greater gains in IQ scores were made by the Language Training Group; their mean pre to post IQ score gains were 3.64 points compared to .22 points for the controls. Results suggested greater use of nonprofessional persons in the education of retarded children, while utilizing professionals as consultants. Lesson plans for this project can be found in EC 004 827. (Author/WW)

ABSTRACT 21782

EC 02 1782 ED 034 911
Publ. Date Dec 69 57p.
Exceptional Children Conference Papers: Training and Personnel in Early Childhood Education Programs.
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; paraprofessional school personnel; inservice education; teacher aides; educational programs; course content; course objectives; program evaluation; teacher role; conference reports

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minskoff as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fineberg consider the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Artes on the use of paraprofessionals for speech and language development in young children. (RJ)

ABSTRACT 21808

EC 02 1808 ED N.A.
Publ. Date Nov 69 4p.
Schlieper, Ann; Rosenfeld, A.

Volunteers--A Resource in Remedial Teaching.
EDRS not available
Special Education in Canada; V44 N1 P9-12 Nov 1969

Descriptors: exceptional child education; volunteers; disadvantaged youth; remedial programs; paraprofessional school personnel; tutorial programs; volunteer training; program evaluation

A description of a remedial teaching project conducted by 25 undergraduates tutoring disadvantaged kindergarten, first, and second-grade children with learning problems is presented. Procedures of tutor orientation, student selection and testing, and implementation of the project are described. Favorable results, deficits, and implications of the project are also included. (RD)

ABSTRACT 21833

EC 02 1833 ED N.A.
Publ. Date Mar 70 4p.
Northcott, Heather Huntington

A Teacher's Aide--Color Me Satisfied.
EDRS not available
Volta Review; V72 N3 P181-4 Mar 1970

Descriptors: exceptional child education; aurally handicapped; teacher aides; day schools; summer programs

The experiences of a high school senior working with a 6 week summer program for the deaf are described. The typical day included meeting the children at the bus and assisting them in art work, music experiences, physical activity, industrial arts, dramatic arts, arithmetic, language, and reading readiness. The article presents the aide's impressions and enthusiasm. (JM)

ABSTRACT 21841

EC 02 1841 ED N.A.
Publ. Date Jan 70 27p.
Shaw, Robert A.

Aides for the Mentally Handicapped.
Arizona Children's Colony Mental Retardation Center, Randolph
EDRS not available
Department of Training and Education Services, Arizona Children's Colony Mental Retardation Center, Randolph, Arizona 85243.

Descriptors: exceptional child education; mentally handicapped; inservice training; teacher aides; paraprofessional school personnel; Arizona Children's Colony Mental Retardation Center

Designed to help teacher aides, recreation aides, training aides, students, and others with little preservice training who work with the mentally handicapped, the manual discusses interpersonal relationships with the mentally handicapped. Proper procedures and situations to avoid are presented. Specific areas discussed are establishing rapport--communication, maintaining proper social-psychological distances, and assuming the responsibilities assigned. Illustrations are included. (MS)

ABSTRACT 21894

EC 02 1894 ED N.A.
Publ. Date Dec 69 3p.
Bozarth, J. D.; Daly, W. C.

Three Occupational Groups and Their Perceptions of Mental Retardates.
EDRS not available
Mental Retardation; V7 N6 P10-2 Dec 1969

Descriptors: exceptional child research; mentally handicapped; attitudes; institutional personnel; institutionalized (persons); behavior rating scales; performance; supervisors; teacher attitudes; attendants

The investigation examines the perceptions of three groups of employees in

relation to the performance of a sample of institutionalized mentally retarded. Work supervisors, education and activities employees, and child care aides were asked to rate all residential subjects between the ages of 16 and 21 with IQ's ranging from 40 to 80 on 14 variables, using the Likert Rating Scale. Results indicate highly significant differences between the groups of raters. Work supervisors tended to rate residents' performance significantly higher than either of the other two groups. Child care aides in turn rated residents' performance lower than work supervisors did, but higher than education and activities employees did. (Author)

ABSTRACT 22101

EC 02 2101 ED 035 579
Publ. Date 69 67p.
Abbott, Margaret
Evaluation Handicapped Component. Implementation of the Teacher and His Staff.
Grand Forks Public Schools, North Dakota
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: reinforcement; educable mentally handicapped; elementary school students; junior high school students; physical education; pilot projects; public schools; speech handicapped; staff utilization; tape recordings; teacher aides; teaching methods; behavior change

This document contains reports of three projects in the handicapped component of the Grand Forks, North Dakota, Teacher and His Staff program supported by ESEA Title III. The first project reported is A Pilot Study Using a Teacher Aide Employing Operant Procedures to Assist a Speech Clinician in a Public School Setting. Included is description of the development of new methods and materials (e.g., an innovative reinforcement device which dispenses the tokens, which are trading stamps) for use by the teacher aide in working with nine children with severe articulation disorders. The second report, an Evaluation of Teacher-Aide Directed Taped Instruction in the Educable Mentally Retarded Classroom, describes an attempt to determine whether seven educable retarded junior high school students could learn and retain information through directed audio tapes. It describes the use of a teacher aide to transcribe textbook information onto tapes, to direct instruction using the tapes, and to administer and record results of pre- and posttests used to determine the technique's effectiveness. The third paper reports The Development of a Physical Education Program for Mentally Educable Students in Winship Elementary School. General organization and content of the program are described. Each report contains description of project results, evaluation (all were considered generally successful), and recommendations for further study or modification. (JS)

ABSTRACT 22122

EC 02 2122 ED N.A.
Publ. Date May 70 5p.
Strauch, James D. and Others
Teacher Aide Attitudes Toward the Mentally Retarded.
EDRS not available
Training School Bulletin; V67 N1 P15-9 May 1970

Descriptors: exceptional child research; mentally handicapped; teacher aides; attitudes; semantics

A semantic differential was administered to ten teacher aides employed in a six-week summer program at a residential institution for the retarded. These subjects had had no previous contact with retarded children. The following concepts were measured (pretest and posttest) with the semantic differential: State Training School, Children I Work With, Normal Children, and Institutionalized Retarded Children. The effect of contact with retarded children was found to be significant (p less than .05), with the subjects' attitudes becoming more positive on all four of the concepts. The means for the concepts were also found to differ significantly (p less than .01). (Author)

ABSTRACT 22227

EC 02 2227 ED 037 879
Publ. Date Feb 70 23p.
Project for Preparing Teacher Aides to Facilitate a Tutorial Reading Program with Emphasis on Perceptual Training for Primary School Age Children of Low Socioeconomic Status. Final Report.
Vigo County School Corporation, Terre Haute, Indiana, Department of Pupil Personnel Services
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; remedial reading programs; tutorial programs; teacher aides; educational programs; volunteer training; program guides; child development; primary education; perceptual motor learning

Described is a training program to prepare teacher aides to tutor in a remedial reading program for children of low socioeconomic status. Instruction emphasized early childhood growth and development, visual motor perception training, language and auditory development, and emotional and social development. Trainee selection, the training program, its use in the regular school program, an evaluation of the project, and recommendations are discussed. The course curriculum, with suggested teaching techniques, materials, and approaches to classroom management, is included. (JM)

ABSTRACT 22268

EC 02 2268 ED N.A.
Publ. Date Apr 70 7p.
Guess, Doug and Others
Utilization of Sub-Professional Personnel in Teaching Language Skills to Mentally Retarded Children: An Interim Report.
EDRS not available
Mental Retardation; V8 N2 P17-23 Apr 1970
Presented By the Senior Author at the Annual Meeting Of the Missouri State Teachers Association, Kansas City (November 7, 1968), and the National Convention, Council for Exceptional Children, Denver (1969).

Descriptors: exceptional child research; mentally handicapped; teaching methods; subprofessionals; language instruction; psychiatric aides; institutionalized (persons)

Two psychiatric aides were trained as language developmentalists for small groups of severely and profoundly retarded children residing in a state institution. They were supervised by a speech pathologist who selected and prepared the materials used in the classrooms. Four experimental and control groups were compared over a nine month period: language training and special education, language training only, special education only, and neither language training nor special education. The Stanford-Binet and ITPA were administered to all groups prior to the program and nine months later. Results from these tests are presented with a discussion of the findings. Those who received both language training and special education made the greatest gains. (Author)

ABSTRACT 22271

EC 02 2271 ED N.A.
Publ. Date Apr 70 6p.
Mamula, Richard A.
Developing a Training Program for Family Caretakers.
EDRS not available
Mental Retardation; V8 N2 P30-5 Apr 1970

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; attendant training; training techniques; residential care; foster homes; personal care homes; family caretakers

The paper discusses the rationale behind the development of a training program for individuals providing foster care services for mentally retarded and emotionally disturbed children and adults within the structure of the Family Care Program operated by the Community Services Division of the State of California. It discusses how the program developed, its content and its effectiveness, and offers general guidelines for agencies interested in such programs. (Author)

ABSTRACT 22414

EC 02 2414 ED N.A.
Publ. Date Jan 70 4p.
Stoffer, Dean L.
Investigation of Positive Behavioral Change as a Function of Genuineness, Nonpossessive Warmth, and Empathic Understanding.
EDRS not available
Journal of Educational Research; V63 N5 P225-8 Jan 1970

Descriptors: exceptional child research; behavior problems; learning difficulties;

elementary school students; nonprofessional personnel; volunteers; school aides

Each of 35 married women met voluntarily twice a week with a child with a behavior and academic problem. The women were instructed to establish a good relationship and choose their own activities. Helpers were rated for nonpossessive warmth, accurate empathy, and genuineness. Some of the helpers were found to be warm and understanding; they tended to have a therapeutic effect on the children with whom they worked. Those who were not warm and understanding tended to effect no positive change on the children. It is suggested that better selection procedures be used in choosing school volunteers and that the volunteers be given training. (RJ)

ABSTRACT 22439

EC 02 2439 ED N.A.
Publ. Date Jun 70 4p.
Thorne, D. Eugene; Shinedling, Martin
Volunteer Student Behavior Engineers: Should They Attempt to Establish or Eliminate Target Behaviors?
EDRS not available
Mental Retardation; V8 N3 P9-12 Jun 1970

Descriptors: exceptional child research; mentally handicapped; volunteer training; behavior change; student volunteers; positive reinforcement; institutionalized (persons); intervention

The present article defends the need and desirability of training college students to apply elementary behavior modification principles and techniques to residents of mental health institutions. However, data presented indicate that such training experiences should be geared toward establishing positive behaviors rather than eliminating negative behaviors. (Author)

ABSTRACT 22474

EC 02 2474 ED N.A.
Publ. Date 70 3p.
Hartlage, Lawrence C.
Subprofessional Therapists' Use of Reinforcement Versus Traditional Psychotherapeutic Techniques with Schizophrenics.
Indiana University Medical Center, Indianapolis
EDRS not available
Journal of Consulting and Clinical Psychology; V34 N2 P181-3 1970

Descriptors: exceptional child research; psychotherapy; schizophrenia; reinforcement; adjustment (to environment); females; emotionally disturbed; psychiatric hospitals; nurses; therapists; patients (persons); institutionalized (persons)

Student nurses briefly trained in psychotherapeutic techniques worked with chronic schizophrenic women who were in long term care at a state mental hospital. Each nurse saw two matched patients one hour daily for seven weeks; one patient received reinforcement techniques and the other received traditional techniques. Pre and post tests used were the Hospital Adjustment Scale administered by ward attendants and a self concept scale completed by each patient. Results on the Hospital Adjustment Scale showed the reinforcement group superior to the traditional group on overall scores (p less than .01) and on the communication and interpersonal relations subscale (p less than .05). Both groups made significant improvements in self concepts (both p less than .05). Ratings by the therapists showed reinforcement superior to traditional methods (p less than .01). (MS)

ABSTRACT 22579

EC 02 2579 ED N.A.
Publ. Date Feb 70 3p.
Cook, John J.
Noise Levels in the Classroom.
EDRS not available
Bureau Memorandum; V11 N3 P7-9 Feb 1970

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; school environment; classroom environment; class size; age differences; teacher aides; noise level

The influence of class size (standard versus a 50% increase), use of an aide, and the age of the students (primary versus intermediate) on classroom noise levels was studied. Noise levels were sampled in 21 educable mentally handicapped classes during a three-semester period. Results showed a general decline in noise level over the three semesters; primary classes consistently noisier than intermediate (with the difference increasing); a reduction in noise levels when an aide was used in standard-size classes, but not in classes of increased size. Descriptive data on recorded noise levels are included. (KW)

ABSTRACT 22586

EC 02 2586 ED N.A.
Publ. Date 68 67p.
You're the Tutor.
EDRS not available
National Commission on Resources for Youth, Inc., 36 West 44th Street, New York, New York 10036.

Descriptors: tutoring; cross age teaching; peer teaching; student volunteers; tutorial programs

Presented in this pictorial guide are suggestions to aid student tutors in working with other students. Photographs illustrate tutoring situations and learning activities. Written commentary provides suggested activities. (MS)

ABSTRACT 22591

EC 02 2591 ED N.A.
Publ. Date 70 7p.
Artes, Richard
Project Expand: The Use of Communication Aides in Speech and Hearing Programs.
EDRS not available
ISHA; V28 P22-8 Spr 1970

Descriptors: exceptional child services; speech handicapped; aurally handicapped; speech therapy; hearing therapy; speech therapists; hearing therapists; paraprofessional school personnel; Elementary and Secondary Education Act Title III

Use of paraprofessionals in speech and hearing programs was examined by the Warwick County School Corporation (Indiana) in a Title III, ESEA project. Eight women who were mothers and had high school diplomas received three weeks of training. Aides had a mean age of 36, mean Otis Test score of 101, and scored highest in service and clerical-secretarial related areas on the Kuder occupational interest inventory. Aides worked with clinicians who each kept daily logs of how the aide was used. Positive responses to a questionnaire were received from building principals, administrators, teachers, and parents in that order. Communication aides were noted to help in the challenge to provide maximal service. (MS)

ABSTRACT 22735

EC 02 2735 ED 039 677
Publ. Date (69) 85p.
Abbott, Margaret and Others
Language Development: Educable Mentally Handicapped.
Grand Forks Public Schools, North Dakota;
North Dakota State Department of Public Instruction, Bismarck
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; language development; instructional materials; teacher aides; educable mentally handicapped; special programs; audiovisual aids; morphology (languages); grammar

With the help of a consultant and the special teachers, a teacher aide provided language development work in primary and intermediate classes for educable mentally handicapped children. Speech activities and a language development kit were planned. The aide's role differed in different classes, but as the year progressed she worked more with specific language handicapped children. Over three-fourths of the document consists of the kit materials developed in the areas of plurals and singulars, verbs, names, and comparisons and analogies. (JD)

ABSTRACT 22781

EC 02 2781 ED N.A.
Publ. Date Sep 67 19p.
Sinnett, E. Robert; Niedenthal, Linda K.
The Use of Indigenous Volunteers in a Rehabilitation Living Unit for Disturbed College Students. Research Report No. 1.
Kansas State University, Manhattan, Student Health Service
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
Director of Publications, Kansas State University, Manhattan, Kansas 66502.

Descriptors: exceptional child research;

emotionally disturbed; college students; student volunteers; therapeutic environment, dormitories; peer relationship

Normal College student volunteers lived in a coeducational rehabilitation living unit with clients referred by counselors and psychiatric staff. Diagnostic categories in the group of 28 clients served in three semesters of the project were schizoid personality, schizophrenic, psychoneurosis, personality trait disturbance, and adjustment reaction of adolescence. During the project both volunteers and clients consistently ranked informal contacts with project members as first or second choice when choosing the most helpful type of assistance from five or six alternatives. Analysis of agreement among clients, volunteers, and combined groups yielded statistically significant coefficients of concordance (p less than .05). Counselors and psychiatric staff judged the living unit a significant resource for use with conventional services in helping seriously disturbed college students. (MS)

ABSTRACT 22810

EC 02 2810 ED N.A.
Publ. Date May 66 5p.
Lloyd, Glenn T.
A Proposal for Better Educational Opportunity for the Deaf Child.
EDRS not available
American Annals of the Deaf; V111 N3 P505-9 May 1966

Descriptors: exceptional child education; aurally handicapped; residential schools; personnel; educational programs; communication problems; manual communication; nonprofessional personnel

Communication difficulties in residential schools for the deaf tend to arise when non-teacher staff members need to communicate with the children. When they experience problems, another staff member intervenes, the matter is dropped or another child acts as intermediary for communication. Therefore, since effective communication is essential to care and welfare, all personnel should be specially prepared not only in the areas of development and psychology of deaf children, but also in the skills necessary for communication with them. The oral approach is not adequate, for not all deaf children are skilled in the art of speech and speechreading. The alternative apparently has to be manualism. Personnel should learn to communicate by the use of signing and fingerspelling along with speech. The program for communication development would thus be supported out of class and the needs of the majority would be met. (JD)

ABSTRACT 22858

EC 02 2858 ED N.A.
Publ. Date 67 20p.
Auxiliary School Personnel.
National Commission on Teacher Education and Professional Standards, Washington, D. C.
EDRS not available
Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($0.50).

Descriptors: paraprofessional school personnel; school aides; educational administration; nonprofessional personnel; teacher aides

The pamphlet is intended to help schools as they make decisions concerning auxiliary personnel on their staffs. Topics discussed in a question and answer format are: initial considerations of the school, qualifications and training of auxiliary school personnel, current programs in existence, practical aspects, cautions, and what persons and groups can do to prepare for and encourage the use of auxiliary personnel. (KW)

ABSTRACT 22882

EC 02 2882 ED 040 534
Publ. Date Apr 70 70p.
Barnard, James W.
The Early Identification and Remediation of Learning Problems in Young Elementary School Children as an Attempt to Increase Success in the Regular Classroom: A Project Progress Report.
South Florida University, Tampa, Institute III: Exceptional Children and Adults
Florida State Department of Education, Tallahassee;
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child research; learning difficulties; intervention; grouping (instructional purposes); research projects; special classes; teacher aides; special services; inservice teacher education; identification; curriculum development; prevention

The research project described involves young elementary school children with demonstrable learning problems. These children either receive an intervention program or no intervention and are placed in either a regular or a small, self contained classroom setting. Student placement is made on the basis of psychometric test scores and teacher recommendations. Project personnel include coordinators and several consultants in the areas of administration, curriculum, social and clinical services, and evaluation. Teachers come from the schools involved and receive orientation along with their principals. Teacher aides constitute a major component of the intervention package, as does the upgrading of teaching. Information is provided concerning the inservice training workshops, special materials, and programs for clinical services, speech improvement, behavioral management, motor development, and visual perception. The planned followup, evaluation, and project timetable are presented. (JD)

ABSTRACT 22905

EC 02 2905 ED 040 557
Publ. Date Jun 69 180p.
Smith, Donald C.
A Community Helper Program for Children with Behavioral and Learning Disorders. Final Report.
Ohio State University, Columbus
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-3-6-061181-1596
BR-6-1181

Descriptors: exceptional child research; learning difficulties; behavior problems; community service programs; volunteers; academic achievement; intervention; counseling; remedial instruction; individual characteristics; program effectiveness; student adjustment

A community helper project involved 37 untrained volunteers in a one-to-one relationship with children manifesting behavioral and learning problems in school. Most volunteers were nominated by principals; all passed screening and all were women despite efforts for recruiting men. Seventy-four problem children, from grades 1 through 6, and not manifesting mental retardation or physical or sensory handicaps were identified. Mean age of experimentals was 9.2; controls were an average of 1 year older, but of similar class (low to upper middle) and intelligence (low to high average). Experimentals met for 22 interviews over 18 weeks with a helper: 13 controls received remedial tutoring or counseling; 24 controls received no special services. Ratings of behavior, personality, academic achievement, and intelligence indicated no significant differences between the groups. It was suggested that the treatment period be extended and need frequencies analyzed; also, it was recommended that selection procedures for subjects and volunteers be refined. Principals, teachers, and helpers all saw the program as effective. (Author/JD)

ABSTRACT 23002

EC 02 3002 ED N.A.
Publ. Date Aug 70 23p.
Staats, Arthur W. and Others
A Token-Reinforcement Remedial Reading Program Administered by Black Therapy-Technicians to Problem Black Children.
EDRS not available
Behavior Therapy; V1 N3 P331-353 Aug 1970

Descriptors: exceptional child research; disadvantaged youth; remedial reading programs; reinforcement; paraprofessional school personnel; behavior change; teaching methods; motivation techniques

Thirty-two black ghetto children, considered problem learners, were studied in a four-to-five month experimental remedial program supervised by black subprofessional therapy-technicians under the direction of a behaviorally trained teacher. Reading materials in a stimulus-response presentation procedure were combined with a token reinforcement system of motivation. Detailed records were kept of each child's responses, the reinforcers received, and the words learned and retained, and test data was

also used to evaluate results. Results showed that the procedures and reinforcement system used were effective in producing better attention and work behavior in the students and in the utilization and upgrading of unemployed blac adults, although longer, more extensive programs are suggested to remediate long standing cases of educational failure, and to contribute to the solving of social as well as learning problems. (KW)

ABSTRACT 23006

EC 02 3006 ED N.A.
Publ. Date 67 32p.
Noar, Gertrude
Teacher Aides at Work.
National Education Association, National Commission On Teacher Education and Professional Standards, Washington, D. C.
EDRS not available
Publication-Sales Section, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 ($0.75).

Descriptors: teacher aides; paraprofessional school personnel; teacher attitudes; school aides

As a result of visiting teachers and teacher aides across the country to get their reactions and impressions on the use of teacher aides, the author discusses how and by whom teacher aides are selected, trained, and assigned; why they are used; how it feels to be a teacher with an aide, or an aide; how administrators support auxiliary personnel programs; who becomes teacher aides; and what their future prospects are. Observed failures and disenchantment with auxiliary school personnel are reported as well as achievement and successful relationships. (KW)

ABSTRACT 23310

EC 02 3310 ED N.A.
Publ. Date 67 138p.
Gilmore, Alden S.; Rich, Thomas A.
Mental Retardation. A Programed Manual for Volunteer Workers.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; mentally handicapped; volunteer training; learning characteristics; behavior; psychomotor skills; recreational activities; social relations; language proficiency; rehabilitation

The manual is intended for volunteer workers and other beginners who need background information and orientation to work with the mentally handicapped. Information is not directed to performance of specific tasks, but rather is basic to any aspect of service or association with the mentally handicapped. The programed instruction technique of presentation is designed for self instruction or may be adapted for group instruction. The manual covers fundamental knowledge in the areas of causes and types of mental handicaps, learning potential, behavioral expectations, physical ability, recreational techniques, social and emotional relationships, brain damage, speech and language development, health problems, and vocational problems and rehabilitation. (KW)

ABSTRACT 23457

EC 02 3457 ED 041 421
Publ. Date (69) 147p.
Klaber, M. Michael
Retardates in Residence: A Study of Institutions.
Hartford University, West Hartford, Connecticut
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); evaluation; institutional environment; institutional personnel; attendants; adjustment (to environment); interpersonal relationship; social relations; attitudes; behavior rating scales; rating scales; environmental influences; program descriptions; behavior; institutional facilities; comparative analysis

An introduction by Dr. David D. Komisar provides background and objectives for a study which eventually involved observations in six residential institutions. Two institutions were judged to be ineffective as residents appeared to be not happy or self-sufficient, showed little intellectual growth (or were rarely, if ever, retested), had many stereotyped behaviors, and manifested excessive needs for social reinforcement. One institution emerged as clearly effective and one as moderately so. In five of six institutions, other ward residents were the greatest source of interpersonal contacts; in only one institution did attendants and other nonretarded adults interact as frequently with residents. Between one third and one half of the time of severely retarded residents of the typical institution was spent in doing nothing. The attitudes of attendants at the different institutions showed remarkable consistency. While verbal and psychological attitudes of parents did not differentiate between effective and ineffective institutions, parents of children in an effective residence visited children more frequently. Additional research results and implications are presented, and schedules of a typical day at each institution are included. (RJ)

ABSTRACT 23568

EC 02 3568 ED 042 301
Publ. Date May 70 28p.
Staats, Arthur W. and Others
A Token-Reinforcement Remedial Reading Program Administered by Instructional Technicians.
Wisconsin University, Madison, Research and Development Center for Cognitive Learning
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-154

Descriptors: exceptional child research; reinforcement; reading achievement; disadvantaged youth; behavior change; paraprofessional school personnel; behavior change; remedial programs

Instructional technicians administered a token reinforcement remedial reading program to 32 black ghetto children who were problem learners. In the 40.2 mean hours of training, the subjects made a mean of 78,505 reading responses; learned a mean of 726.8 words, retaining 81% short term and 59% long term; and received a mean monetary amount of $21.34 worth of reinforcers. Test results indicated that the subjects did significantly better than the controls on a 100-word sample from the training materials. They also excelled on a standard reading achievement test, including the vocabulary section, and on both the verbal and nonverbal portions of an intelligence test. (Author/JD)

AUTHOR INDEX

Abbott, Margaret 22101.
Abbott, Margaret and Others 22735.
Artes, Richard 22591.
Barnard, James W 22882.
Barnett, Charles D 10576, 21728.
Baumeister, Alfred 20113.
Bennett, Fay W 11449.
Bensberg, Gerard J 10095, 10214, 10576, 21728.
Benton, Martha W 10216.
Berryman, Doris L 20280.
Bozarth, J D 21894.
Bramley, V Lucile, Comp 20482.
Brierton, Gary and Others 11145.
Carollo, Elizabeth and Others 10482.
Chandler, Charles S 10215.
Cleland, Charles C 20349.
Cook, John J 22579.
Daly, W C 21894.
De Lara, Lane E 10971.
Donahue, George T 10742.
Eastman, E Elaine 21680.
Eisenbud, Robert E, Comp 11535.
Elliott, Alberta 21399.
Ferryman, Zilpha C 20434.
Flint, Betty Margaret 10834.
Gilmore, Alden S 23310.
Gorton, Chester F 11101.
Guess, Doug and Others 21770, 22268.
Hartlage, Lawrence C 22474.
Hewett, Frank M and Others 11994.
Hollis, John H 11101.
Hornburger, Jane M 10747.
Irwin, John V 10138.
Johnson, Doleen 20434.
Jones, Joyce 20694.
Klaber, M Michael 23457.
Klosowski, Raymond 20113.
Kokaska, Charles J, Ed 11972.
Leibrock, John Beecher 10194.
Lloyd, Glenn T 22810.
Ludtke, Roland H 21399.
Maier, Henry W 11122.
Mamula, Richard A 22271.
McClennen, Sandra 21416.
McGahan, Carolyn 21560.
McGahan, F E 21560.
Minge, M Ronald 11500.
Moncur, John P, Ed 21500.
Nichtern, Sol 10742.
Niedenthal, Linda K 22781.
Noar, Gertrude 23006.
Northcott, Heather Huntington 21833.
Oliver, Margret 21124.
Penny, Ruthanna 21517.
Potter, Beth 20457.
Rich, Thomas A 23310.
Richardson, Judith 20457.
Roos, Philip 12067, 21124.
Rosenfeld, A 21808.
Schlieper, Ann 21808.
Shaw, Robert A 21841.
Shawmeker, William F and Others 21641.
Shinedling, Martin 22439.
Sinnett, E Robert 22781.
Smith, Donald C 22905.
Smith, Robert M 21331.
Staats, Arthur W and Others 23002, 23568.
Stoffer, Dean F. 22414.
Strauch, James D and Others 22122.
Sunderlin, Sylvia, Ed 20064.
Swift, Marshall S and Others 20745.
Thomson, Ruth 20790.
Thorne, D Eugene 22439.
Thorne, Gareth D 21000.
Tomlinson, T M and Others 21569.

SUBJECT INDEX

Academic Achievement 11994, 22905.
Adjustment (To Environment) 10742, 21000, 22474, 23457.
Administration 10482, 10971, 20482, 20972, 22858.
Administrative Organization 21680.
Administrative Policy 21728.
Administrator Attitudes 11500, 12067.
Administrator Role 12067.
Adolescents 10194.
Adult Education 21680.
Adults 10216.
Age Differences 20349, 22579.
Agencies 21680.
Ancillary Services 10742.
Architectural Programing 10834.
Arizona Children's Colony Mental Retardation Center 21841.
Athletic Activities 11542.
Athletic Equipment 11542.
Athletics 11542.
Attendant Training 10078, 10095, 10576, 11101, 11449, 11906, 12067, 20113, 20434, 20482, 21000, 21105, 21490, 21641, 21728, 22271.
Attendants 10078, 10576, 11122, 11500, 12067, 20053, 20349, 20457, 20482, 20858, 21000, 21124, 21416, 21517, 21894, 23457.
Attention Span 11994.
Attitudes 10078, 21894, 22122, 23457.
Audiology 10138, 21500.
Audiovisual Aids 22735.
Audition (Physiology) 11886.
Auditory Tests 11886, 20972.
Aurally Handicapped 11886, 20972, 21833, 22591, 22810.
Austin State School 12067.
Behavior 10834, 20745, 23310, 23457.
Behavior Change 10095, 10214, 10482, 10834, 11101, 11145, 11994, 20113, 20745, 21124, 22101, 22439, 23002, 23568.
Behavior Patterns 21000.
Behavior Problems 20745, 20790, 22414, 22905.
Behavior Rating Scales 11994, 20745, 21894, 23457.
Case Studies 21517.
Case Studies (Education) 10742.
Certification 10214, 10216.
Child Care 10078, 20457
Child Care Occupations 11535, 20457.
Child Development 10095, 10834, 20482, 21000, 21641, 22227.
Class Management 10482, 11972.
Classroom Arrangement 11994.
Classroom Environment 11994, 22579.
Clinical Diagnosis 21000.
Clinics 10214, 21500.
College Students 11964, 20790, 21569, 22781.
Colleges 21641.
Colorado 10078, 20482.
Columbus State School 10078.
Communication Problems 22810.
Communication Skills 11574, 11972.
Communication (Thought Transfer) 21517.
Community Involvement 11122.
Community Organizations 11885.
Community Programs 10214, 10742, 21680, 22905.
Community Resources 10215, 20064.
Community Services 10214, 22905.
Comparative Analysis 23457.
Conference Reports 21500, 21563, 21782.
Cooperative Programs 10742, 12067.
Counseling 10215, 11535, 20790, 21000, 21500, 22905.
Counselor Training 10215.
Counselors 10215, 21500.
Course Objectives 20280, 21782.
Creative Expression 21560.
Cross Age Teaching 22586.
Curriculum 10482, 10576, 21105.
Curriculum Development 10576, 22882.
Custodial Mentally Handicapped 10078, 10095, 11101, 20113, 20858, 21124, 21517, 21770.
Day Schools 21833.
Delinquency 10194.
Demonstration Projects 11906.
Dental Health 20858, 21490.
Design Needs 11101, 11122.
Disadvantaged Youth 10834, 10971, 11814, 21808, 22227, 23002, 23568.
Discipline 21728.
Discrimination Learning 12067.
Dormitories 22781.
Dyslexia 20694.
Eating Habits 20745.
Educable Mentally Handicapped 10078, 10095, 10214, 20858, 22101, 22579, 22735.
Educational Needs 10747, 21331.
Educational Objectives 11574.
Educational Programs 10214, 10971, 11574, 21500, 21782, 22227, 22810.
Educational Research 11574.
Elementary and Secondary Education Act Title III 22591.
Elementary Education 10482, 21782.
Elementary School Students 20790, 22101, 22414.
Elmont Project 10742.
Emotional Adjustment 10215, 10834.
Emotional Problems 20790.
Emotionally Disturbed 10194, 10216, 10482, 10742, 11994, 20745, 21563, 21569, 22271, 22474, 22781.
Employment 11906, 11972.
Employment Opportunities 11535, 11964, 20053, 20280.
Employment Qualifications 20457.
Environmental Influences 10834, 21000, 23457.
Etiology 21000.
Evaluation 23457.

Exceptional Child Education 10078, 10095, 10138, 10214, 10482, 10747, 10971, 11542, 11574, 11972, 20064, 20457, 20482, 21105, 21416, 21500, 21560, 21641, 21782, 21808, 21833, 21841, 22101, 22227, 22735, 22810, 23310.
Exceptional Child Research 10576, 10742, 10834, 11101, 11145, 11449, 11500, 11994, 12067, 20113, 20349, 20434, 20694, 20972, 21124, 21728, 21770, 21894, 22122, 22268, 22414, 22439, 22474, 22579, 22781, 22882, 22905, 23002, 23457, 23568.
Exceptional Child Services 10194, 10215-10216, 11122, 11535, 11814, 11885-11886, 11906, 11964, 20053, 20280, 20745, 20858, 21000, 21399, 21490, 21517, 21563, 21680, 22271, 22591.
Federal Aid 10078.
Females 22474.
Foster Family 22271.
Foster Grandparent Program 11814.
Grants 10078.
Group Living 11122.
Grouping (Instructional Purposes) 11972, 22882.
Guidelines 20482, 22227.
Habit Formation 21490.
Handicapped Children 21331, 21500.
Health 20482.
Health Education 20858.
Health Services 21490.
Hearing Clinics 11886.
Hearing Conservation 11886.
Hearing Therapy 21500, 22591.
Home Economics 10971.
Hygiene 20482, 21490.
Identification 22882.
Individual Characteristics 11906, 20280, 22905.
Individualized Instruction 10742, 10834, 10971, 20694.
Infancy 10834.
Innovation 11885.
Inservice Education 10078, 10576, 10834, 12067, 20434, 20482, 21105, 21782, 21841.
Inservice Teacher Education 11542, 22882.
Institutional Environment 10194, 10834, 21000, 23457.
Institutional Personnel 10194, 10215, 10576, 11500, 12067, 20349, 20482, 21105, 21399, 21894, 23457.
Institutionalized (Persons) 10194, 10215-10216, 11101, 11145, 11449, 11964, 12067, 20113, 20858, 21000, 21124, 21416, 21490, 21517, 21563, 21569, 21728, 21770, 21894, 22268, 22439, 22474, 23457.
Institutions 11101, 11122, 12067, 21728, 23457.
Instructional Materials 22735.
Intellectual Development 21770.
Interpersonal Relationship 10482, 23457.
Interprofessional Relationship 10482
Intervention 22439, 22882, 22905.
Job Placement 11906.
Job Satisfaction 11500.
Job Skills 11906.
Johnstone Center 10078.
Junior High School Students 22101.
Junior High Schools 10971.
Language Ability 10095, 11449, 23310.
Language Development 10095, 11449, 20972, 21770, 22735.
Language Instruction 21770, 22268.
Language Programs 21770.
Learning Characteristics 11574, 23310.
Learning Difficulties 22414, 22882, 22905.
Learning Disabilities 10482, 10742, 20694, 21560.
Legislation 21500.
Lesson Plans 21105.
Low Income Groups 11814, 11906.
Males 10194.
Management 10194.
Manpower Development 10214-10216, 21500.
Manpower Needs 10214-10216, 20349, 21500.
Manual Communication 22810.
Mathematics 11994.
Measurement Techniques 11542.
Medical Case Histories 22474.
Medical Evaluation 10078, 11542.
Mental Health 10215, 10216.
Mental Health Clinics 20790.
Mental Illness 10215.
Mental Retardation 21105.
Mentally Handicapped 10078, 10095, 10214, 10576, 11101, 11122, 11145, 11449, 11500, 11535, 11542, 11574, 11814, 11885, 11906, 11964, 11972, 12067, 20053, 20113, 20434, 20482, 20858, 21000, 21105, 21124, 21399, 21416, 21490, 21517, 21563, 21641, 21728, 21770, 21841, 21894, 22101, 22122, 22268, 22271, 22439, 22579, 22735, 23310, 23457.
Minimally Brain Injured 10742.
Morphology (Languages) 22122, 22735.
Motivation 11574.
Motivation Techniques 23002.
Motor Development 11574.
Multiply Handicapped 21416.
National Institute of Mental Health 10078.
National Programs 11885.
Neil Mc Neil Infants Home 10834.
Neurologically Handicapped 10482.
Noise Levels 22579.
Noninstructional Responsibility 10747.
Nonprofessional Personnel 10138, 10194, 10214-10216, 10742, 10747, 11145, 11814, 11906, 11972, 20064, 20280, 20434, 20457, 20482, 20694, 20745, 20972, 21500, 21569, 21641, 21770, 22268, 22414, 22810, 22858.
Nonverbal Learning 21517.
Nursing 11535, 21517, 22474.
Occupations 20349.
Occupational Therapy 11535.
Older Adults 11814.
On the Job Training 11906, 20053.
Operant Conditioning 11145, 12067, 21124.
Orthopedically Handicapped 20457.
Paraprofessional School Personnel 21331, 21560, 21782, 21808, 21841, 22591, 22858, 23002, 23006, 23568.
Parent Role 11542, 20064.
Parent School Relationship 10482, 11972.
Parent Teacher Conferences 11574.
Patients (Persons) 22474.
Peer Relationship 22781.
Peer Teaching 22586.
Pennsylvania 21563.
Perceptual Motor Coordination 10834, 11101.
Perceptual Motor Learning 22227.
Performance 21894.
Personal Care Homes 22271.
Personnel 10078, 10138, 10194, 10214-10216, 10576, 10747, 10971, 11906, 21500, 22810.
Personnel Evaluation 10747, 11500, 11906.
Personnel Needs 10214-10216, 20349, 21500.
Personnel Policy 11500.
Physical Activities 11574.
Physical Characteristics 10095.
Physical Education 11542, 22101.
Physical Facilities 10482.
Physical Fitness 11542.
Physical Therapy 11535, 21500.
Physically Handicapped 20457.
Physicians 11535.
Pilot Projects 12067, 22101.
Play Therapy 10834.
Positive Reinforcement 10095, 11145, 12067, 22439.
Preschool Children 10834.
Prevention 20790, 22882.
Primary Education 22227.
Professional Education 10078.
Professional Personnel 10138, 10214, 11535, 22591.
Program Budgeting 11814.
Program Descriptions 10078, 10482, 10971, 11906, 22735, 23457.
Program Development 10576, 11906, 21105.
Program Effectiveness 22905.
Program Evaluation 10576, 10742, 10971, 11145, 11449, 11542, 11814, 11906, 11994, 20434, 20972, 21124, 21399, 21782, 21808.
Program Planning 10095, 10576, 10971, 11574, 20349, 20482.
Psychiatric Aides 22268.
Psychiatric Services 10215, 22474.
Psychological Characteristics 10095.
Psychologists 11535.
Psychomotor Skills 10095, 11542, 23310.
Psychotherapy 21569, 22474.
Psychotic Children 10742.
Public Relations 11542.
Public Schools 22101.
Qualifications 10194, 10214, 10216.
Questionnaires 21728.
Rating Scales 20434, 23457.
Reading 10971, 11994.
Reading Ability 20694, 23568.
Records (Forms) 10482, 10834, 11886.
Recreation 20053, 20280, 23310.
Recruitment 10138, 11885, 11906, 11964.
Rehabilitation 10216, 11535, 21000, 23310.
Rehabilitation Programs 10194, 10215-10216.
Reinforcement 10095, 11449, 11542, 11574, 11994, 12067, 20113, 20745, 21124, 21416, 21770, 22101, 22474, 23002, 23568.
Remedial Instruction 21560, 22905.
Remedial Programs 20694, 21808, 23568.
Remedial Reading 22227, 23002.
Research Projects 11101, 12067, 22882.
Residential Care 10078, 10095, 20482, 20745, 21000, 21641, 22271.
Residential Programs 10194, 20349, 21399.
Residential Schools 21416, 22810.
Salaries 11500.
Scheduling 10194, 11994.
Schizophrenia 21569, 22474.
School Aides 20064, 20457, 22414, 22858, 23006.
School Buildings 22579.
School Community Relationship 10742.
School Services 21500.

OS 19

Screening Tests 11886.
Self Care Skills 10095, 10834, 11101, 11122, 12067, 20858, 21490, 21517.
Self Concept 10215-10216.
Sentence Structure 22735.
Services 22882.
Sex Differences 20349.
Sheltered Workshops 11972.
Skill Development 10095.
Social Adjustment 10834.
Social Development 10095.
Social Relations 23310, 23457.
Social Workers 11535.
Socially Deviant Behavior 10194.
Socially Maladjusted 10194.
South Carolina Youth Task Force 11885.
Southern Regional Education Board 10078.
Special Classes 22882.
Special Education Teachers 11535.
Speech Evaluation 20972.
Speech Handicapped 10138, 20972, 21500, 22101, 22591.
Speech Improvement 21770.
Speech Pathology 10138, 21500.
Speech Therapists 11535, 20972, 22591.
Speech Therapy 20972, 21500, 22591.
Staff Orientation 10747, 10834.
Staff Role 10194, 10215, 10747, 11145, 11449, 11972, 20482, 20745, 21560, 21563, 22101.
Standards 10214, 20972.
State Programs 11574, 11885-11886.
Stimulus Behavior 11101.
Student Adjustment 22905.
Student Employment 11964.
Student Evaluation 11994.
Student Volunteers 11885, 20064, 20790, 21569, 22439, 22586, 22781.
Student Work Experience and Training 11885, 11964.
Summer Programs 11964, 21833.
Supervisors 10078, 21560, 21894.
Surveys 20349, 21728.
Tape Recordings 22101.
Teacher Aides 10482, 10742, 10747, 10971, 11535, 11574, 11972, 11994, 20064, 20457, 20972, 21500, 21560, 21780, 21782, 21833, 21841, 22101, 22122, 22227, 22579, 22735, 22858, 22882, 23006.
Teacher Attitudes 10747, 20972, 21894, 23006.
Teacher Certification 21331.
Teacher Education 10214, 21331.
Teacher Evaluation 21331.
Teacher Role 10482, 10747, 11994, 21782.
Teachers 10747.
Teaching Assistants 10747.
Teaching Guides 10482.
Teaching Methods 10078, 11542, 11574, 11972, 11994, 20858, 20972, 21416, 22101, 22268, 23002.
Teens Aid the Retarded 11885.
Testing 10482, 11542, 11994, 20694.
Therapeutic Environment 22781.
Therapists 10216, 22474.
Trainable Mentally Handicapped 10078, 10095, 10214, 11574, 11972, 20858, 21517.
Trainees 11906, 20280.
Training 11906, 20064.
Training Objectives 20064.
Training Techniques 10095, 11906, 20064, 21517, 21569, 22271.
Tutoring 20790, 21808, 22227, 22586.
Underachievers 20790.
Unemployment 20280.
Verbal Communication 21770.
Verbal Stimuli 11449.
Visiting Homemakers 10214.
Visually Handicapped 21416, 21680.
Vocational Counseling 10215.
Vocational Education 20064, 20280, 21500.
Vocational Rehabilitation 10215, 11574.
Volunteer Training 20064, 21399, 21563, 21680, 21808, 22227, 22439, 23310.
Volunteers 10742, 10834, 10971, 11542, 21399, 21563, 21680, 21808, 22414, 22905.
Wisconsin 11886.
Work Attitudes 20434.
Young Adults 20280.
Youth Agencies 10194, 11885.

el : 20